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ABSTRACT

For the 1986-87 school year, the Austin (Texas) Independent School District (AISD) allocated its Education Consolidation Improvement Act (ECIA) Chapter 2 Formula and Carry-over funds to nine desegregation-related programs: (1) Bus Monitors; (2) Extracurricular Transportation; (3) Outdoor Learning; (4) Peer Assistance and Leadership; (5) Project ASSIST (Assisting Students in Stress Times), an elementary school program based on reality therapy; (6) Spanish Academy; (7) School-Community Liaison; (8) Texas Educational Assessment of Minimum Skills (TEAMS) Improvement; and (9) Transitional Academic Program. In a question and answer format, each program is briefly explained and its activities and impact are reported. Graphs and charts accompany the text. (MDE)

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CHAPTER 2 FORMULA: 1986-87 FINAL REPORT
EXECUTIVE SUMMARY

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The purpose of Chapter 2, which is part of the Education and Consolidation Improvement Act (ECIA), is to supplement local district funds in three areas--basic skills development, educational improvement and support services, and special programs. States allocate at least 80% of their Chapter 2 funds to local school districts by formula, hence the name Chapter 2 Formula. The Austin Independent School District received $514,436 in Chapter 2 Formula funds for the 1986-87 school year.

AISD allocated its funds to nine programs and services: Bus Monitors, Extracurricular Transportation, Outdoor Learning, Peer Assistance and Leadership (PAL), Project ASSIST, School-Community Liaison Program, Spanish Academy, TEAMS Improvement, and the Transitional Academic Program (TAP).

MAJOR FINDINGS

1. Disciplinary actions (suspensions and expulsions) decreased in the four elementary schools with Project ASSIST and continued at a low level.

2. Outdoor Learning study trips continued to be popular with teachers and students. Teachers indicated that the trips complemented science or social studies units and allowed their students to develop social interaction skills. Approximately 6,075 students participated in 1986-87; the cost per pupil was $2.63.

3. Virtually all (98%) of the AISD employees participating in the Spanish Academy would like to continue taking Spanish Academy classes. However, less than half (49%) would pay for a similar course if classes were not offered free through AISD.

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CHAPTER 2 FORMULA
FINAL REPORT

During the 1986-87 school year, the Austin Independent School District allocated its Chapter 2 Formula and Chapter 2 Carryover funds (a total of $561,331) to nine desegregation-related programs and services. The activities funded and the amount of funding they received were:

- Bus Monitors ($121,438),
- Extracurricular Transportation ($188,939),
- Outdoor Learning ($16,000),
- Peer Assistance and Leadership ($6,192),
- Project ASSIST ($67,697),
- School-Community Liaison Program ($12,000),
- Spanish Academy ($50,617),
- TEAMS Improvement ($23,865), and
- Transitional Academic Program ($16,598).

Additional allocations were for administration ($18,289), evaluation ($17,994), and private schools ($21,702).

This report will describe each program and present findings obtained from the evaluation activities conducted by the Office of Research and Evaluation. A detailed description of the evaluation procedures is provided in the Chapter 2 Formula: 1986-87 Technical Report, ORE publication number 86.10.

BUS MONITOR PROGRAM

WHAT IS THE BUS MONITOR PROGRAM?

The Chapter 2 Formula-funded Bus Monitor Program provided part-time monitors to assist students and bus drivers on routes to and from the following elementary schools with students in grade 1-3 who were bused for desegregation.

Bryker Woods	Norman	Sims
Govalle	Oak Springs	Sunset Valley
Metz	Sanchez	Wooten

During the 1986-87 school year, there were 12 three-quarter-time bus monitors serving 17 routes to these elementary schools. Monitors remained on the bus for the secondary portion of these 17 routes. Approximately 1,700 students (680 elementary and 1,020 secondary students) rode on buses supervised by bus monitors. With Chapter 2 Formula funding of $121,438, the cost per student for this service during the 1986-87 school year was $71.

WHAT TRAINING WAS PROVIDED FOR BUS MONITORS?

Bus monitors were offered voluntary training on student discipline at the beginning of the school year and during a certification workshop held on January 22 and 23, 1987. A stipend was paid to those attending.

WHAT DO MONITORS DO ON SECONDARY ROUTES?

In a previous evaluation, the duties and responsibilities of bus monitors on elementary routes were defined: monitors assigned seats, kept students seated, and kept the noise level down. In order to determine what duties are performed on secondary routes, observations were conducted on the secondary portion of six routes served by Chapter 2 Formula-funded bus monitors. Of the six monitors observed, only one actively supervised the secondary students on the bus. The monitors on four of the other routes observed did not actively supervise the students because they did not need to be disciplined, and the fifth monitor chose to ignore the students' behavior problems.

The decision has been made not to use Chapter 2 Formula funds for bus monitors during the 1987-88 school year. Bus monitors were originally hired to supervise first- through third-grade students, and because elementary students will not be bused for desegregation in 1987-88, it was decided to use Chapter 2 Formula funds for other purposes. Secondary students will continue to bused; however, **the decision not to provide monitors on secondary routes is supported by evidence collected during bus monitor observations. That is, secondary students were for the most part well behaved on the bus, and bus monitors were not well utilized on the secondary portion of these routes.**

EXTRACURRICULAR TRANSPORTATION

WHAT IS EXTRACURRICULAR TRANSPORTATION?

Extracurricular Transportation was provided by the AISD Department of Transportation to 17 of AISD's junior and senior high schools. Its purpose was to provide transportation before and after school for students who were reassigned due to the District's desegregation plan and who participated in extracurricular activities. Transportation was provided to and from activities at the following junior high schools: Burnet, Dobie, Fulmore, Kealing, Lamar, Martin, Murchison, O.Henry, and Porter. This service was also provided to the following senior high schools: Anderson, Austin, Crockett, Johnston, Lanier, McCallum, Reagan, and Travis.

HOW MANY BUS RUNS WERE PROVIDED?

On an average day, 52 extracurricular transportation trips were run for reassigned students (a total of approximately 9,100 routes per year). Students involved in athletics, band, drama, and drill teams used this transportation when participation required them to be on their campuses outside of regular school hours.

WHAT WAS THE COST PER STUDENT?

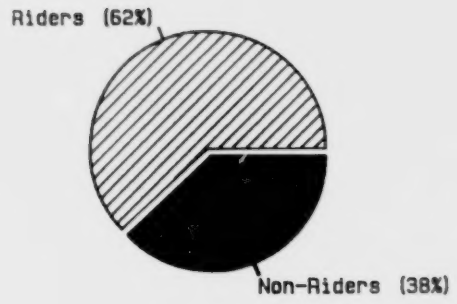
An average of 15 students rode on each extracurricular transportation bus, for an estimated 780 students served daily. The cost of providing service on these 52 routes was $431,972; of this amount, $179,439 was reimbursed with Chapter 2 Formula funds and $9,500 was reimbursed with Chapter 2 Carryover funds. The approximate cost per student for the 1986-87 school year was $554; of this, the Chapter 2 Formula/Chapter 2 Carryover cost per student was $242.

DID THIS SERVICE HELP REASSIGNED STUDENTS PARTICIPATE IN EXTRACURRICULAR ACTIVITIES?

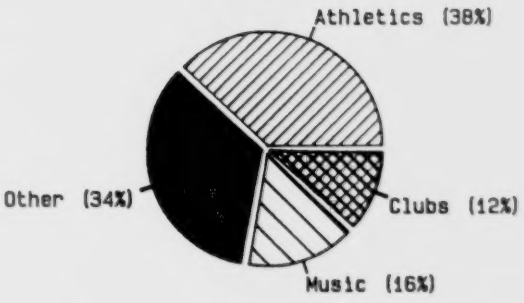
A sample (N=191) of reassigned high school students was surveyed concerning their use of extracurricular transportation. Over half (62%) of these students reported that they had ridden an extracurricular bus. However, most (71%) of these students rode these buses only an average of 0-1 times per week. Athletic activities were cited most often as the reason for riding a bus. Students participating in music activities (band, choir, or orchestra), club activities, and other extracurricular activities also used this transportation.

Figure 1 shows the percentage of reassigned students using this service and the reasons they used extracurricular transportation.

FIGURE 1
EXTRACURRICULAR TRANSPORTATION USE



Students Using
Extracurricular Transportation



Extracurricular Activities for
Which Students Rode Bus

Teachers were also surveyed for their opinions concerning extracurricular transportation. While over half (56%) of the reassigned students responding to the student survey indicated that they would be able to participate in extracurricular activities if transportation were not provided, almost half (49%) of the high school teachers surveyed reported that a reduction in transportation would result in a reduced number of reassigned students able to participate in extracurricular activities. In addition, the majority (60%) of teachers surveyed reported that the provision of transportation made it possible for some reassigned students to participate who could not otherwise.

While these results appear to conflict at first glance, all indicate some students could probably not participate without the service. In addition, it appears that teachers view this service as more vital than do reassigned students.

OUTDOOR LEARNING PROGRAM

WHAT IS THE OUTDOOR LEARNING PROGRAM?

The Outdoor Learning Program organized and funded study trips to several sites in the Austin area (Austin Nature Center, Crowe's Nest, Mayfield Park, McKinney Falls, and Wild Basin) for elementary students in paired schools. The goals of the program were:

- To reinforce concepts and ideas taught in the classroom through hands-on instruction,
- To develop social interaction skills by doing group activities, and
- To provide resources for classroom teachers.

HOW MANY STUDENTS WERE SERVED?

Classes in the 30 elementary schools paired in the desegregation order were eligible for study trips. Because there were more classes interested in participating than could be funded, a lottery was held to select the classes to go on trips. A total of 243 classes went on study trips, with an average of 25 students per class participating. The program received $16,000 in Chapter 2 Formula funds; based on an estimated 6,075 students served, the cost per student was $2.63.

HOW DID TEACHERS EVALUATE THEIR TRIPS?

Using the districtwide teacher survey, a sample of participating teachers was asked to evaluate the study trips their students attended. **In general, the teachers were very positive about all aspects of the Outdoor Learning Program that were included in the survey.** For the most part, participating teachers agreed with the following statements:

- The teachers/guides at the site were well prepared.
- The level of instruction at the site was appropriate for the students in my classroom.
- The activities complemented science or social studies units for my grade level.
- Activities during the study trip allowed my students to develop social interaction skills.

HOW DID STUDENTS EVALUATE THEIR TRIPS?

Students in 10 participating third-grade classes that went to the Wild Basin and 10 participating fifth-grade classes that went to the Austin Nature Center and studied birds of prey were surveyed for their opinions of the study trips they attended.

Most of the students surveyed reported that:

- They saw or talked about things they had studied at school.
- Their guide clearly explained the things they saw and did.
- They would like to go on another field trip like this one.
- They would like to visit the same place again.

PEER ASSISTANCE AND LEADERSHIP (PAL)

WHAT IS THE PAL PROGRAM?

The PAL Program selected and trained a limited number of 10th, 11th, and 12th grade students to serve as peer facilitators to work with target students from their high schools, feeder junior high schools, and feeder elementary schools. Their purpose was to help these target students anticipate and deal with the situations and problems they face as they progress through school, such as academic problems, drug and alcohol abuse, or dropping out. A staff member from each of the participating schools (Austin, Crockett, Johnston, Lanier, LBJ, Reagan, and Robbins) served as the PAL Program sponsor. Staff from the Austin Child Guidance Center assisted in the selection, training, and supervision of program participants in this semester-long course.

During the fall, 1986 semester there were 52 students enrolled in the PAL course at Crockett, Johnston, and LBJ. During the spring, 1987, semester, PAL courses were added at Austin, Lanier, Reagan, and Robbins. The spring enrollment in the seven PAL Programs was 159. A total of 211 students were enrolled in the PAL Program during 1986-87, for a Chapter 2 Formula cost per student of $29 per semester. Chapter 2 Formula funds were allocated for transportation of students to feeder schools, fees for student training from outside consultants, and stipends for staff development.

HOW MANY TARGET STUDENTS WERE SERVED?

Overall, 834 target students were served by the PAL Program during 1986-87. Figure 2 lists the 29 schools in which students served by PAL were enrolled.

FIGURE 2
SCHOOLS IN WHICH TARGET STUDENTS WERE ENROLLED

	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
	Allan Blackshear Brooke Cunningham Govalle Maplewood Metz Odom Ridgetop Sunset Valley Travis Heights Zilker	Burnet Covington Dobie Fulmore Kealing Martin O.Henry Pearce Porter	Austin Crockett F.R. Rice Johnston Lanier LBJ Reagan Robbins
NO. OF STUDENTS SERVED:	189	226	419

HOW MANY HOURS OF SERVICE WERE PROVIDED BY PAL STUDENTS?

A total of 6,404 hours of service was provided by PAL students.

HOW MANY HOURS OF TRAINING DID THE PAL STUDENTS RECEIVE?

In addition to the training received on their campuses from the PAL sponsors, a total of 207 hours of training from outside consultants was provided to PAL students. An average of 4.8 hours per month of training was provided by outside consultants to each PAL group.

Outside consultants included a private psychotherapist, a U.S. Judge, and representatives from Charter Lane Hospital, Planned Parenthood, the Crisis Hotline, and the Greater Southwest Optimists.

DO ADMINISTRATORS, TEACHERS, AND STUDENTS VIEW THE PAL PROGRAM AS WORTHWHILE OR EFFECTIVE?

A sample of administrators, teachers, and students received three items on the districtwide surveys concerning the PAL program. Their responses indicated that:

- Over half of the administrators (58%) and teachers (61%) and almost all (93%) of the PAL students surveyed agreed that the PAL Program was an effective way to work with students experiencing a drug or alcohol abuse problem.

- Most of the administrators (75%), over half of the teachers (63%), and all (100%) of the PAL students surveyed agreed that the PAL Program was an effective way to work with students who are potential dropouts.

- While all (100%) of the PAL students surveyed agreed that the PAL Program was an effective way to work with students suffering from depression, only 54% of the teachers and 42% of the administrators surveyed agreed.

Over two thirds of the teachers and administrators surveyed reported that the PAL Program was an effective way to work with students having academic problems. **In general, students, teachers, and administrators viewed the PAL Program as an effective way to work with students who are potential dropouts, or who are experiencing a drug or alcohol abuse problem.**

PROJECT ASSIST

WHAT IS PROJECT ASSIST?

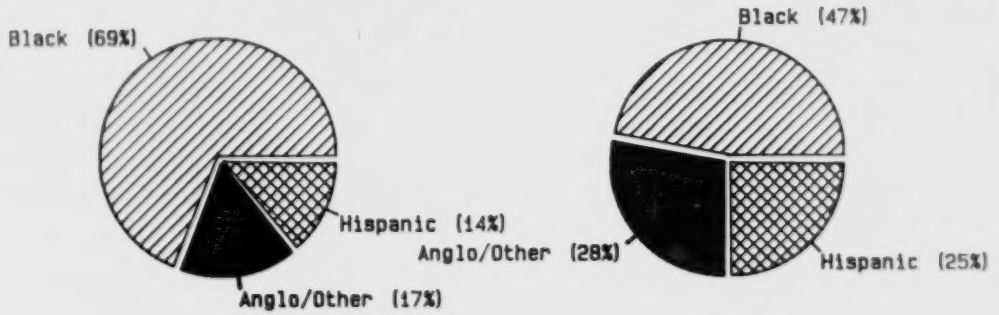
Project ASSIST (Assisting Special Students In Stress Times) began during the 1983-84 school year at three elementary schools--Blanton, Walnut Creek, and Wooldridge. It is based on an approach to discipline called reality therapy, which stresses the importance of teaching students to accept responsibility for their own behavior, in contrast to controlling behavior with punishment. Teachers were trained in the use of reality therapy and instructional monitors were hired to supervise the ASSIST room, an in-school suspension room for misbehaving students. During the 1985-86 school year, a fourth instructional monitor was hired to supervise an ASSIST room at Blackshear. The program continued during the 1986-87 school year at Blackshear, Blanton, Walnut Creek, and Wooldridge.

Approximately 454 students were referred to the ASSIST classroom at least once during the 1986-87 school year. Based on a total allocation of $67,697 (Chapter 2 Formula and Chapter 2 Formula carryover funds used to hire four instructional monitors), the cost per student was $149.

WHICH STUDENTS WERE REFERRED TO THE ASSIST CLASSROOM?

Information from the student logs kept by the instructional monitors was used to obtain the sex, ethnicity, and special education status of students referred to the ASSIST room. In general, more males (73%) than females (27%) and more Blacks (69%) than Anglo/Others (17%) or Hispanics (14%) were referred to the ASSIST room. As can be seen in Figure 3, Black students were assigned to ASSIST at a rate that exceeded the percentage they represented in schools with Project ASSIST. Similarly, Anglo/Other and Hispanic students were assigned to ASSIST at a rate that was less than the percentage they represented in ASSIST schools.

FIGURE 3
ETHNIC PERCENTAGES OF STUDENTS IN ASSIST SCHOOLS



Ethnicity of Students Referred to ASSIST

Ethnicity of All Students in Project ASSIST Schools

Twenty-three percent of the students referred were Special Education students, which exceeds the percentage of Special Education students (8.5%) enrolled in the four ASSIST schools.

WHAT WAS THE AVERAGE LENGTH OF STAY IN THE ASSIST ROOM?

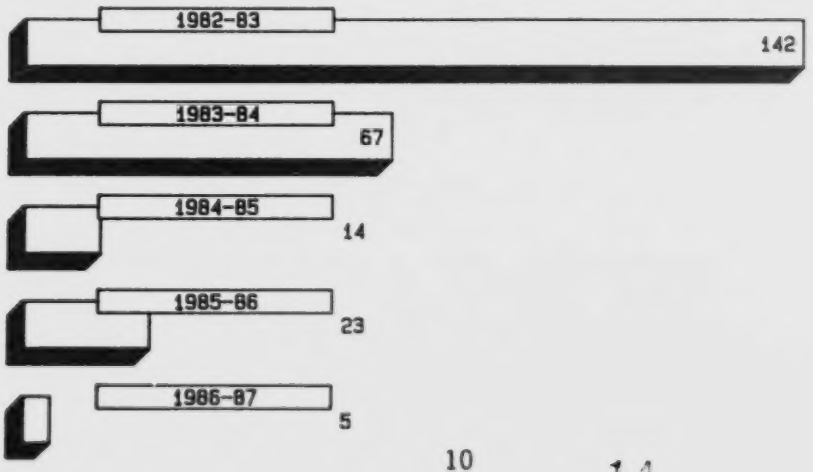
Overall, **the average length of stay in ASSIST was 6.8 hours.** The length of stay varied from one hour to over 24 hours (in excess of three school days). **The majority (51%) of students referred to ASSIST were referred only once.** A quarter of the students were referred twice, and the remaining students were referred three to five times during the school year. No student was referred to ASSIST more than five times during the 1986-87 school year. In 1984-85, 13% of the students referred to ASSIST went there over six times.

DID PROJECT ASSIST AFFECT THE NUMBER OF DISCIPLINARY ACTIONS?

The total number of disciplinary actions--suspension and expulsions--was compared across years. Figure 4 shows the number of disciplinary actions for 1982-83 (before the implementation of Project ASSIST), 1983-84 (the first year of Project ASSIST), 1984-85 (the second year of Project ASSIST), 1985-86 (the third year of Project ASSIST), and 1986-87 (the fourth year of Project ASSIST). Included are the totals for Blanton, Walnut Creek, and Wooldridge, the three established ASSIST schools. The number of disciplinary actions at Blackshear has also dropped, from 12 in 1984-85 (before the implementation of ASSIST) to 1 in 1986-87 (the second year of ASSIST at Blackshear).

Overall, the total number of disciplinary actions in the four schools has declined dramatically since the implementation of Project ASSIST. Project ASSIST appears to be a clear alternative to traditional suspensions and expulsions.

FIGURE 4
NUMBER OF DISCIPLINARY ACTIONS AT BLANTON, WALNUT CREEK, AND WOOLDRIDGE

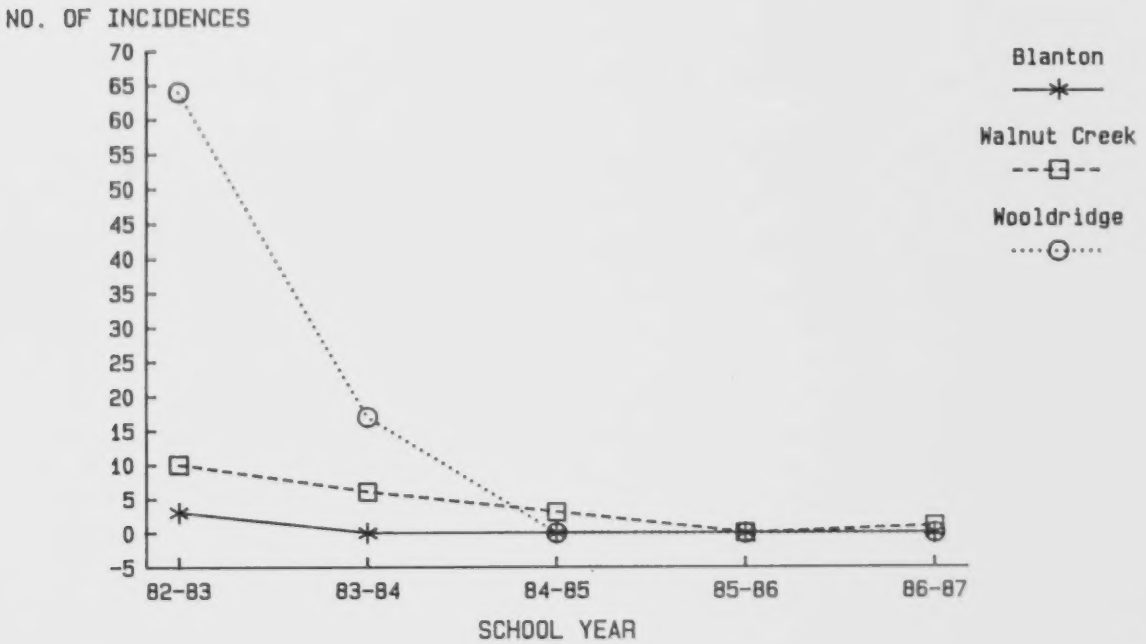


DID PROJECT ASSIST HAVE AN EFFECT ON THE USE OF CORPORAL PUNISHMENT?

Figure 5 shows the number of incidences of corporal punishment during the past five years in the three schools with ASSIST since 1983-84.

The number of incidences of corporal punishment in these three schools has decreased since Project ASSIST began, especially at Wooldridge. At Blackshear, however, the number has increased, from 8 before implementation, to 31 in 1986-87. ASSIST does not appear to be impacting Blackshear's corporal punishment rate.

FIGURE 5
INCIDENCES OF CORPORAL PUNISHMENT AT BLANTON, WALNUT CREEK, AND WOOLDRIDGE



DISCUSSION

The number of disciplinary actions (suspensions and expulsions) given in the ASSIST schools has declined, indicating that **Project ASSIST provided an alternative for dealing with discipline problems.** It appears that ASSIST has had more of an impact on disciplinary actions than on corporal punishment.

SCHOOL-COMMUNITY LIAISON PROGRAM

WHAT IS THE SCHOOL-COMMUNITY LIAISON PROGRAM?

The School-Community Liaison Program provided human-relations problem resolution, assistance to students identified as potential dropouts, crisis intervention, school-community support services, and student activity support to schools most impacted by desegregation. General assistance was also given to parents during conference periods and home visits, thus providing a link between the school and home.

WHAT ACTIVITIES WERE FUNDED BY CHAPTER 2?

The School-Community Liaison Program used its Chapter 2 Formula funds ($12,000) in three areas:

- Transportation ($10,000),
- Reproduction ($1,000), and
- Multicultural activities ($1,000).

Transportation

Transportation was provided to parents and students impacted by the District's desegregation plan to attend activities such as school orientations, Parent-Teacher Association (PTA) meetings, study trips, and multicultural events. During the 1986-87 school year, 212 buses were paid for out of current Chapter 2 Formula funds and Chapter 2 Formula carryover funds.

Reproduction

Chapter 2 Formula funds were used to pay for the cost of reproducing several publications used by the School-Community Liaison Program. The following list includes those reproduced with Chapter 2 funds.

- Black Heritage Committee publications
- Hispanic Heritage flyers
- Media contacts listing
- Tutorial services flyer

Multicultural Activities

Chapter 2 Formula funds were also used to purchase supplies for the copying machine in the School-Community Liaison secretary's office, art supplies used to make brochures, and videotapes used to make copies of career fair presentations.

SPANISH ACADEMY

WHAT IS THE SPANISH ACADEMY?

In 1986-87, Chapter 2 Formula funds ($30,222) and Chapter 2 Formula Carryover funds ($21,195) were used to hire three part-time instructors to teach Spanish as a Second Language in the Spanish Academy. The goals of the course were to develop proficiency in conversational Spanish and to familiarize participants with Hispanic culture.

The course was offered free to Austin ISD employees during two 12-week sessions. Spanish Academy attendance was eligible for TESD (Time Equivalency Staff Development--"blue card") or AAT (Advanced Academic Training--"orange card") credit.

HOW MANY AISD PERSONNEL ATTENDED?

Program records kept by the Spanish Academy teachers indicated that 226 participants were enrolled during the fall, 1986, semester and 203 were registered for the spring, 1987, semester. Based on a total program allotment of $50,617, the cost per participant was $118.

Most of the participants (75%) were teachers. Some of the other positions represented were secretary, librarian, clerk, custodian, school nurse, speech pathologist, computer technician, bus driver, cafeteria manager, and principal.

HOW DID THE PARTICIPANTS EVALUATE THE COURSE?

Participants in the fall and spring semester courses were asked to evaluate the Spanish Academy in terms of course content, scheduling, and usefulness. In general, participant responses indicated that:

- The organization of the course was excellent and the content of the workbook was good.

- The pace of the course, the amount of time allowed for oral work, and the amount of time allowed for instruction in the Hispanic culture were just right.

- Most of the participants used the cassette tape that accompanied the workbook, and most of them found the oral practice was beneficial and that the use of the tape furthered their learning of the Spanish language.

- Most (85% to 99%) of the participants were satisfied with all aspects of scheduling (class location, time of class, frequency of class, size of class, and length of term).

- The most frequently reported reasons for signing up for the Spanish Academy were:

  . to learn or to improve conversational Spanish,

  . to help in communication with Spanish-dominant students, parents, and co-workers,

  . to learn about the Hispanic culture, and

  . to earn AAT credit.

- Given the opportunity, **virtually all (98%) of the participants completing the survey would continue taking Spanish Academy classes.**

- However, **less than half (49%) would pay for a similar course through another organization** if this class was not offered free through AISD.

DID PARTICIPATION IN THE PROGRAM HELP THE PARTICIPANTS IN THEIR JOBS?

During the fall semester, 60% of the participants indicated that the course had helped them in their jobs. Significantly more spring participants (95%) reported that the course had helped.

TEAMS IMPROVEMENT FUNDS

WHICH SCHOOLS RECEIVED TEAMS IMPROVEMENT FUNDS?

The nine schools listed below received TEAMS Improvement funds mid-year to buy materials in addition to those all elementary schools received.

Becker
Blackshear
Brooke
Brown
Cook
Dawson
Harris
Oak Springs
Winn

These schools were chosen to receive these supplemental funds because they were listed by the Texas Education Agency (TEA) as scoring in the lowest 25 percent of all Texas elementary schools on the TEAMS (Texas Educational Assessment of Minimum Skills).

WHAT MATERIALS WERE PURCHASED WITH CHAPTER 2 FUNDS?

Most of the schools purchased practice test materials with their funds. Computer software and other miscellaneous instructional materials were also purchased. Harris purchased a National Computer Systems 3000 optical scanner to use to scan practice tests. A total of $17,700 was expended for these items. Funds most likely were available too late to impact TEAMS results in 1986-87.

WAS STAFF DEVELOPMENT ON TEAMS IMPROVEMENT PROVIDED AT THESE SCHOOLS?

Principals received training on TEAMS improvement activities and were to return to their campuses and provide staff development to their staff. Summer school mathematics materials were distributed in late January, 1987, to these nine schools; accompanying staff development was held on each campus.

Additionally, 18 teachers from Winn attended Region XIII training entitled "TEAMS and Test Taking." The staff at Harris also received training by consultants from National Computer Systems in the use of the NCS Sentry 3000 optical scanner.

TRANSITIONAL ACADEMIC PROGRAM (TAP)

WHAT IS TAP?

The Transitional Academic Program (TAP) allowed students to enroll in eighth- or ninth-grade courses while they repeated failed seventh- or eighth-grade courses. The program was offered at F.R. Rice and Robbins secondary schools (grades 7-12) during the 1986-87 school year. To be promoted, TAP students had to meet promotion standards for their grade.

The criteria for eligibility were:

- Students who were repeating grade 7 or 8.
- Students who had attended summer school and were in need of additional grade points to be promoted.
- High-risk students who were identified as potential dropouts.

Priority for enrollment was given to eighth-grade students.

HOW MANY STUDENTS WERE ELIGIBLE? HOW MANY WERE ENROLLED?

According to rosters submitted by junior high principals, 172 students were eligible for the fall, 1986, semester and 242 students were eligible for the spring, 1987, semester. Overall, 290 students were enrolled in TAP during 1986-87, 163 in the fall and 127 in the spring.

WHAT WERE THE RESPONSIBILITIES OF THE CHAPTER 2 FORMULA-FUNDED SUBSTITUTES?

Chapter 2 Formula funds were used to hire two substitutes for the spring, 1987, semester at F.R. Rice. Both of these substitutes functioned as classroom teachers. One taught English and the other taught a study skills and self-esteem class. Both substitutes taught five classes a day, with one conference period. A mix of TAP and F.R. Rice students made up the substitutes' classes.

WHAT WAS THE IMPACT OF TAP?

The Chapter 2 Formula evaluation of TAP centered on the role of the two substitutes at F.R. Rice. Chapter 2 Formula funding ($16,598) was allocated during the spring semester for the two full-time substitutes ($9,700), reproduction ($315), supplies ($4,903), program support ($1,000), and transportation ($680).

Achievement results are reported in the evaluation report for the School-Community Guidance Center (ORE Publication Number 86.44).

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